

INNOVATION IN EDUCATION SYSTEM IN FIRST GRADE COLLEGES IN DAKSHINA KANNADA DISTRICT OF KARNATAKA STATE, INDIA

BY

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Abstract

Education has become a necessity in today's world. It is very important in the growth and development of the country. India is a country where the literacy rate is too low when compared to Europe and the USA. Since Independence, the Government of India (GoI) has tried its best to increase the literacy rate. In ancient India, a girl was not allowed to leave the house for education and work. But at present, education is considered as a fundamental right in the country. According to the Constitution of India, it provides free and compulsory education for every child age group between six and fourteen. Now few States have provided free education for girl child till Ph.D. the country is trying its level best in educating its citizens.

The research focuses only on the higher education system in India as it is not yet made compulsory by the Government. First grade colleges are targeted in this research as most of the researchers are interested only in the Medical and engineering field. For the purpose of study only the first-grade college of Dakshina Kannada (DK) District in Karnataka State is covered. The district is well known for the education imparted and knowledge of the people. It is also known as an educational hub of the State and commonly called as 'District of wise people'.

The paper is concerned on innovating the education system in Dakshina Kannada District at University level. Even though we are in a fast-growing world, the first-grade colleges in India are still following black board teaching. It has not yet adopted technology in the education field. But, the present crisis of COVID-19 has forced the education system to have online classes and online exams. The paper

further shows the literacy rate as of 2011. It also shows the problems of the present education system in India. It shows the clear picture of failure of the Government in higher education system in India. The paper provides detailed information of various problems faced by the students and teachers in the education system. It also provides the cause for unemployment of graduates in the country. The paper at last provides some suggestions to improve the education system in the country as a whole.

The problem statement of the research is, the students and the private lecturers at most of the colleges are not happy about the education system in the State, especially at the University level. The professors and the higher authority in the University are not open for new innovations to be made in the education system. The main reason for not being open for new innovations is that the higher authority at the University level lacks technical knowledge. The research question is, is it possible for the Universities in the State of Karnataka to reach the expectation of the Students?

The hypothesis of the study is, the students of first grade colleges prefer computerised teaching instead of blackboard teaching; the lecturers prefer both electronic and blackboard teaching; there is difference in the opinion among the private and the Government college lecturers; Government college students are not happy with lecturer's teaching in the college; there is lack of lecturers in most of the Government colleges; lack of use of technology in the education system; the higher authority is not open for new innovation to be made in the education system; both students and lecturers are unhappy about online class.

Keywords: Indian education system, innovation, technology, University, DK, GoI, First grade college.

Chapter 1

Introduction

The Constitution (Eighty sixth Amendment) Act, 2002 inserted 'Article 21 A' in the Constitution of India to provide free and compulsory education for all children in the age group six to fourteen years as a Fundamental Right (Source: Government of India 2019). Education is considered to be one of the important fundamental rights of every single child born in the country. Pandit Jawaharlal Nehru, the first Prime Minister of Independent India believed children are the future of the country. He once said, **"The children of today will make the India of tomorrow. The way we bring them up will determine the future of the country."** His love for children was infinite and was called '*Chacha Nehru*' which means 'Uncle Nehru'. According to him, **"The object of education was to produce a desire to serve the community as a whole and to apply the Knowledge gained not only for personal but for public welfare."** His contribution towards education is vast in the country. He along with other politicians made education a fundamental right in the year 1950. At present Indian education system is the world's third largest education system next to China and the United States. (Source: Maskiell, M. n.d. & Times now 2018)

India is an emerging country where education must be given priority in the development of the country and individual being. The research focuses on the higher education system in the country. The main reason to select this topic was, India has not yet made education mandatory for the age group above fourteen. Only the basic education until 10th or most commonly called as SSLC (Secondary School Leaving Certificate) is made compulsory by the Government of India (GoI). Due to the restriction of time and current situation the research is concentrated only on '*Dakshina Kannada (DK)* (commonly known as South Canara in English) District' of Karnataka State. As Udupi and Kodagu (Coorg) Districts of the State fall under 'Mangalore University', the research can be applicable even to these two districts of the State. The research offers special priority to Mangalore University as it is the main University in the District for higher education in the District except for Medical and engineering. It must be noted that other autonomous and private colleges come under Mangalore University. First grade

colleges are targeted in this research as most of the researchers are interested only in the Medical and engineering field.

According to Census 2011, literacy rate in India is 74.04 per cent which was 12 per cent in 1947 when the British rule ended in the country and 65.38 per cent in 2001. The total population is 1,210,854,977 which was 1,027,015,247 in 2001. The first Prime Minister of the nation Pandit Jawaharlal Nehru took the responsibility in upgrading the education system in the country especially in technical and managerial skills after independence (Source: Gautam, M., Singh, S., Fartyal, G., Tiwari, A., & Arya, K. 2016, pp 4876). This resulted in the increase in literacy rate over the period of time. When compared to the adult literacy rate, the youth literacy rate is now 9 per cent higher. India has a total of nine hundred and ninety-three Universities and thirty-nine thousand three hundred and thirty-one colleges. Even though there is such a difference in literacy rate and increase in educational institutes in the country, still most of the people do not get basic education in rural areas. The problem of illiteracy is still high in the country (Source: Census. 2011). (Source: Population Reference Bureau 2001 & AISHE 2019)

As mentioned earlier the research concentrates only on the Dakshina Kannada District of Karnataka State, it is very important to view the history and culture of the district. The main reason for me to select this particular District is that the District is well known for the education imparted and knowledge of the people. All the credits go to the parents and the teachers who guide the child in improving and excelling in the studies. People from all over the State, especially from North Karnataka go to DK District to get their education. Moreover, people from Kasaragod district from the State of Kerala go to Mangaluru to first grade colleges, medical colleges and engineering colleges. DK District is called as “District of intelligent people” and Mangalore as an “Educational hub” in the entire State. The total population of the District in 2001 was 1,867,730 which increased to 2,089,649 in 2011. The literacy rate was 83.35 per cent (1,391,738) in 2001 and increased to 88.57 per cent (1,666,323) in 2011. (Source: Census 2011- Dakshina Kannada District 2011- 2020 data)

The paper is concerned on innovating the education system in first grade colleges. Even though we are in a fast-growing world, first grade colleges still follow black board teaching. It has not yet

adopted technology in the teaching field. But, the present crisis of COVID-19 has forced the university to have online classes and online exams.

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In the second chapter of the study a brief explanation is provided about the State of Karnataka, Dakshina Kannada District and Mangalore University. The geographical location of the State and District is provided. It then provides the data of population and literacy rate of the State and the District for the year 2011 and compares it with the year 2001. As the census is conducted once in ten years, the latest census conducted in the year 2001 is obtained throughout the study. Next census in the country will be in the year 2021. The data of the number of colleges and universities in the State as well as in the District is provided in the study. It also mentions some of the prominent and old universities of the State. Subsequently it provides brief information about Mangalore University. It provides the number of Constituent, affiliated and autonomous colleges which are under Mangalore University.

The third chapter provides a detailed explanation of the education system in India. It focuses on various problems in the education sector in the country. It begins with a brief explanation of various points discussed in the paper. It shows the Gross Enrolment Ratio (GER) of the country. It then continues by providing a statement **'growth and technology has reduced the moral value in the society'**. It then mentions the names of education boards dominating the primary and secondary education system in the country. It also shows the main stream of studies for senior secondary studies

and explains the mind-set of the people about the courses. It then provides the data of population growth and literacy rate in the Country, State and District separately and compares them with previous census data. It also shows the expected population growth in near future. Next comes the hierarchy of education system in India from Primary School till Doctorate Degree along with the number of years required to complete each course. The paper shows how rigid is the education system arranged in the country. It then starts with the University studies. Primarily it shows the institutional framework of Universities. It shows the importance of the University Grant Commission (UGC) in the educational field at the University level. It then provides a brief explanation of the institutional framework. Then the paper mentions the names of regulating bodies of University and research councils in the country. After this starts the main research work. In first rote learning in the educational field is targeted. According to the research rote learning has become very popular in the country where it does not provide any knowledge to the students. According to the study, most of the students go for higher education just to obtain a degree certificate and not inculcate knowledge. It also shows the importance given to the examinations and grades in education keeping aside the real knowledge. It also shows the drawbacks in the examination system in the country. The paper later shows the role of teachers in educating students. It also provides specification so as to why the Indian Universities are not recognised among the Top Universities of the world. Subsequently it shows the importance of infrastructure in education institutes. It also provides the reason for decline in enrolment of higher education systems in rural areas. It then laid down the importance of library and non-curriculum activities for the students along with the curriculum. The study then reveals the outdated curriculum in the education system in the country right from primary school till University level. It shows there is absolutely no use of technology made in the higher education system. Indian education system is mainly based on theory and practical learning is completely ignored. Technology and innovation are not encouraged in the education sector. The rise of coaching centres shows the poor quality of teaching in the higher education system. It then shows the lack of Government spending on the education sector. There is no amount spent on the higher education system by the Government. It also shows the difficulties of students to gain higher education in the country. It shows the financial constraints of students which do not let them achieve their goals. Then it moves on by explaining briefly the difference between Public and Private educational Institutes. It also shows the lack of qualified teachers in Public Universities. It further shows the problem of teacher-

student ratio in educational institutions. It also provides the main cause of such problems in Government institutes. The paper then continues with an interesting topic. The research helped to know how politics had its impact in education institutions and also in the career of the students of higher education. The paper then continues with reservations and quota systems. It is the system where the 'backward class' of the community is provided with special reservation in every field. It is then followed by 'other backward classes' and at last the 'General category'. After this comes the problems of online class. Due to the pandemic situation of COVID-19, the education institutes were forced to go with online classes. The research shows the concern raised among the education experts, United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Children's Fund (UNICEF). It also provides the data of people who are not able to access the internet in rural areas. It then shows the difficulties of teachers preparing for class. It also shows the difficulties of students who do not own electronic gadgets. At last it shows the problem of unemployment and underemployment in the country. It shows the importance of soft skills in the job market. The paper also reveals the fact that the university has failed to prepare its students for placement after their studies. It shows most of the educated youths in the country are not employable as they lack innovative ideas and techniques.

The fourth chapter of the study explains the data and descriptive analysis. It provides the information of data collection and interviews with the participants. It also explains in detail how the interview was made with the participants. It then shows how the idea of online class pop up in the study.

Fifth chapter explains the methodology and empirical specification in detail. It provides step by step information of the entire research work. It also provides information if there was any change from the initial plan of study. It then shows how samples were drawn from the population.

The last chapter of the study proved results and findings of the study. The hypothesis is tested and discussed in this chapter. It also provides the codes used to test the hypothesis in the study. It also provides the detail of other findings from the study apart from main research focus. It then provides certain suggestions in improving the education system in the country. At last it is concluded by requesting for future research in the education field especially on online platforms as it is a new concept in the educational field in the country.

The methodology used in research was direct interview with the lecturers and the students from DK District. Five lecturers and nine students were interviewed to know the present situation in the education system in the District. Separate interview was made to get feedback regarding online class. Two lecturers and eight students were interviewed for this purpose. The opinion about online class was biased. Both the lecturers and students weren't happy with online class. They complain about internet connection and lack of electronic gadgets. Opinion about the education system differs between lecturers and students. They all have broad minds. The only one in common was, none was happy with the education system at present. They all have differences in opinion in the process of innovation to be made in the education system. Much importance is given in implementation of Tally software and GST (Goods and Service Tax) procedure in the syllabus. Master program students also demand for NET (National Eligibility Test) and KSET (Karnataka State Eligibility Test) exam guidance from the university. Students are much interested in solving case study, aptitude tests and logical thinking. Students feel the syllabus which they are studying is from ancient times and is not updated from time to time. Hence, all the hypotheses were confirmed and proved true.

Chapter 2

Literature review

State of Karnataka

The State of Karnataka was formerly known as 'Mysore' until 1973. November 1, 1973, the State was formed and was called as 'Karnataka'. The State is located on the Western coast of the subcontinent. The State of Goa and Maharashtra is towards the North, Kerala is in the South, Telangana to the East and Tamil Nadu (TN) to the Southeast of the State. Arabian Sea is towards the West of the State. The State extends for about four hundred and twenty miles from North to South, three hundred miles from East to West and the coastline stretches for two hundred miles. The people of the State speak 'Kannada', which is a Dravidian language. It is also the official language of the State. Bangalore (Bengaluru) is the capital city of the State. (Source: Ghori, G. K. 1998)

The total population of the State of Karnataka has increased to 6.11 Crores (61,095,297) in 2011 when compared to 2001 which was 5.29 crore (52,850,562). The State had the literacy rate of 75.36 per cent as on 2011 Census. Over the period of ten years span, the literacy in the State has increased by 8.72 per cent. The total literates were 30,434,962 in 2001 and have increased to 40,647,322 in 2011. (Source: Census. 2011 – Karnataka Population 2011- 2020 Census)

The State of Karnataka has twenty universities among which Mysore University (1916) is the first and oldest university in the State. It also consists of one hundred and ninety-two engineering institutions, forty-two Medical Colleges, thirty-eight Dental Colleges, two hundred and forty-eight Polytechnics and one hundred and three Research and Development (R&D) Centres. Bangalore which is the Capital of the State which is also known as educational hub. It has one central university which includes twenty-four public universities, twelve deemed universities, six private universities, two hundred and seven engineering colleges, sixty-one medical colleges, forty-eight dental colleges, two hundred and eighty management institutions, and there are more than sixty international students in the city. It also consists of more than one hundred and twenty-five R&D Centres in the field of core engineering, information technology, basic and applied sciences, aerospace, etc. There are some old and most prominent institutions for higher studies in the State. University of Mysore (1916) in Mysore, Karnataka University (1949) in Dharwad, Bangalore University (1964) in Bengaluru, University of Agricultural Sciences (1964) in Bengaluru, Mangalore University (1980) in Mangaluru, Gulbarga University (1980) in Kalaburgi, and Indian Institute of Science (1990) in Bengaluru are some of the

most prominent universities in the State. (Source: Ghori, G. K. 1998; Mudde, R. 2007 & The Times of India 2014)

Dakshina Kannada (DK) District

DK is the coastal region of the State. It is also called as South Canara District. Udupi District of the State is located towards the North, State of Kerala is towards the South, Western Ghats in the East and Arabian Sea in the West of the District. Mangalore (Mangaluru) is the District headquarter of DK District. It has numerous numbers of educational institute and has become education hub. The city is well known for beaches. People from all over the country visit the city. (Source: Dakshina Kannada District Administration 2020)

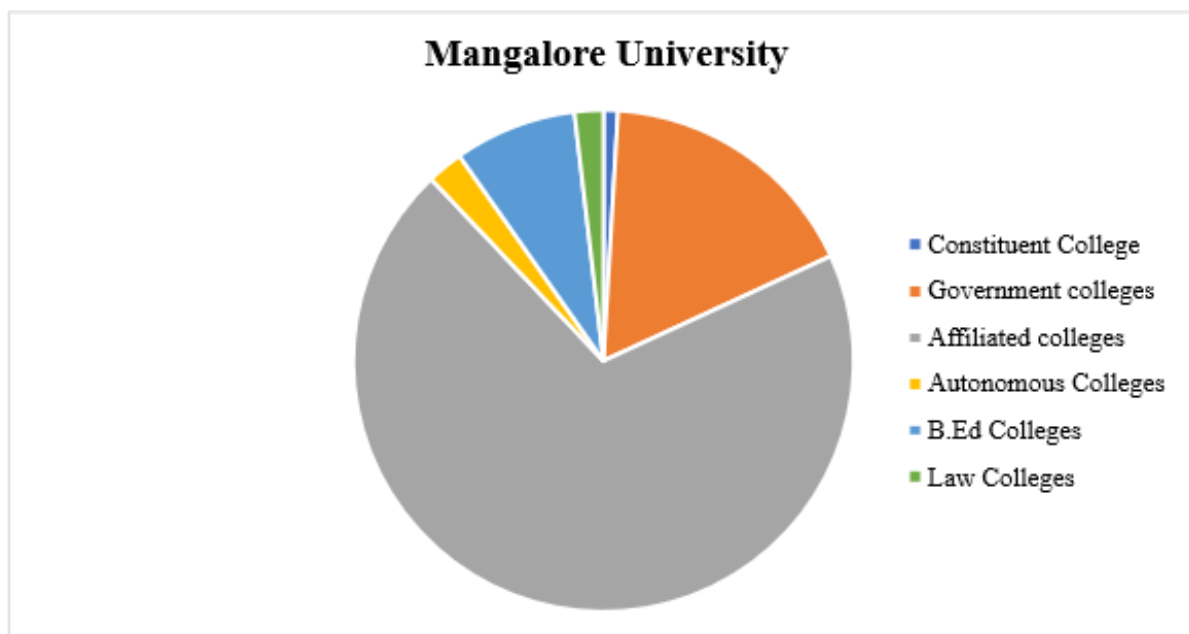
Mangalore is also known as an education hub of the State. People from all over the State and nearby State go to Mangalore to get their education. It is well known for the education imparted and knowledge of the people. But it has lacked to provide equal job opportunity. The district is commonly known as “District of intelligence”. The main reason was its excellence in SSLC and PUC examination results.

Mangalore University is the prominent University in the District. The District has total of two hundred and eleven first grade colleges (Source: Mangalore University n.d.), thirty engineering colleges (IndCareer n. d.), eighteen Medical colleges (123, Web India. n. d.), six dental colleges (Colleges India n. d.) and three hundred and fifty Pre-university colleges as on 2020 (Government of Karnataka 2020). Srinivas University is the new University in the District which was before an affiliated college of Mangalore University.

The total population of the District in 2001 was 1,867,730 which increased to 2,089,649 in 2011. The literacy rate was 83.35 per cent (1,391,738) in 2001 and increased to 88.57 per cent (1,666,323) in 2011. Dakshina Kannada and Udupi District together form Tulunadu region where most of the people talk Tulu language and not Kannada which is the official language of the State. Apart from Tulu and Kannada, the people of the District talk English, Konkani, Beary, Malayalam and Hindi which is the official Indian language. (Source: Census 2011- Dakshina Kannada District 2011- 2020 data & Yatra n.d.)

Mangalore University

Mangalore University was built in the year 1980 with just three departments. At present it has twenty-five post-graduation departments and has two hundred and four affiliated colleges in three Districts out of thirty Districts of the State, i.e., Dakshina Kannada, Udupi and Kodagu District (Source: Mudde, R. 2012). It includes two Constituent colleges, one hundred and fifty private affiliated colleges, thirty-seven Government First Grade colleges, seventeen B. Ed colleges, five Autonomous colleges and four Law colleges. (Source: Mangalore University n.d.).



From the above diagram it is clear that there are many Private affiliated colleges in the District when compared to Government colleges. It shows how the Private sector is dominating education sector in the District.

Mangalore University is a Public University with #48 rank in India, #175 in BRICS and #451-500 in Asian Universities. It has total of two thousand two hundred and fifty-three students and thirty-seven International students. The University consists of one hundred and seventy-one staffs. It offers one hundred and twenty-five under-graduation courses and one hundred and eighteen post-graduation courses. The data is related to only Mangalore University. It does not include any Constituent, affiliated, autonomous, Law and Government First Grade colleges. The staff count is only of permanent staff at the University. There are hundreds of guest faculties working in the University every year. (Source: Mangalore University n. d.)

Chapter 3

Education system in India

Education is given the same importance as basic need in India. Indian education system is the world's third largest education system next to China and the United States. The GoI has made free and compulsory education to all the children up to the age of fourteen. This is considered as basic education to every child born in the country. In 1948 the GoI under the chairmanship of Dr. S. Radha Krishnan, the University Education Commission (1948-49) was appointed. This commission was mainly based on improving the higher education system in the country. In India higher education begins after 12th grade (10grade/SSLC +2/PUC). It includes universities, colleges, polytechnics and so on. The universities are further divided into Central Universities, State University, Deemed University and Private Universities. The University Education Commission covered many major problems of the education system such as admission of students, salaries of teachers, rural education, medium of instruction, discipline, course of study, standard of teaching, etc. But still there are certain drawbacks in the education system in India. The Government is spending just three per cent of its GDP (Gross Domestic Product) on the education sector. The GER in the higher education system is very low compared to China and Brazil. According to Sharma, S. and Sharma, P. 2015, it is just nineteen per cent and according to Sheikh, Y. A. 2017, it is just fifteen per cent. There is also no equality in GER between male and female. The GER in education also varies between States and between Districts of the same State. The GER for Ph.D. is also very low in the country. This is the main reason for lack of quality research in Indian education system over the period of time. (Source: Education system n.d.; Sharma, S., Sharma, P. 2015; Kaur, J., Amandeep 2017 & Attri, M., Balyan, S., Sachdeva, S. 2019)

In the present world, the growth of science and technology, innovative methods, modernisation and industrialisation has minimised the moral values of the people. Most of the people in the country do not know the purpose of living. Many educated youths lack ethics in life. The education must provide the knowledge about the purpose of life to the students and how to lead a happy life from primary level of education. The students are not aware why they are studying and its importance in real life. The main problem is there is no uniformity in the education system in India as in other developed countries. In India there are four main educational boards ruling the education system for primary and secondary school. IB (Intelligence Bureau), ICSE (The Indian Certificate of Secondary Education), CBSE (The Central Board of Secondary Education) and State board are the main education boards in the nation. The first three boards are mainly found in big cities. State board is different in each city. Most of the schools and colleges in the country belong to the State Board of Education. The rural areas have only State

boards which do not teach for competitive exams unlike CBSE. The Government is responsible for this loss of the students. Besides the society also does not raise their voice to demand quality and productivity in education with the State board of Education. Most of the people ignore the education system and try to adjust with the present education system. When it comes to PUC/+2 (after 10th Grade) it's again challenging to the students. There are three main streams of study; science, commerce and arts. People consider science as the topper's subject and arts as bottom. Most of the time parents prefer their child to be a physician or an engineer. There is no proper career guidance provided to the students. This mentality should be removed from people's minds and they should be taught to respect all the streams equally. (Source: Nadaf, Z. A., Bhat, B. A. 2016; Trupti n.d.; Srva, A. 2019 & Rawal, R. 2019)

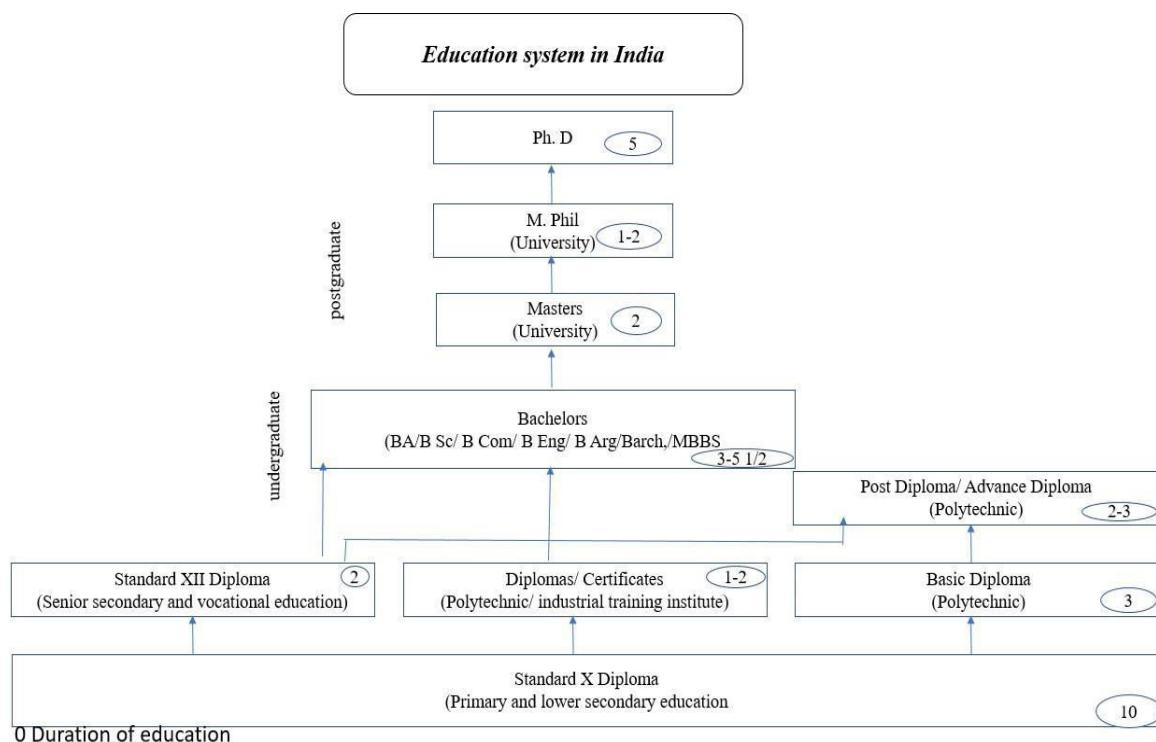
India is the second largest country in the world in terms of population after China and according to United Nations projections, India is expected to surpass China with population by the year 2027. The current population of India is 1.38 billion as per World meter and is expected to add 230 million by the end of 2050. The below table shows the total population and literacy rate according to Census 2001 and 2011 in the country as whole and also for the State of Karnataka and for Dakshina Kannada District.

Table showing Total Population and Literacy Rate

	Population		Literacy rate	
	2001	2011	2001	2011
India	1,027,015,247	1,210,854,977	65.38%	74.04%
Karnataka	52,850,562	61,095,297	66.64%	75.36%
Dakshina Kannada	1,867,730	2,089,649	83.35%	88.57%

The above table shows the clear picture of increasing literacy rate in the country along with the population growth. It also compares the population growth and literacy rate with the previous census held in the country. According to the study there is increase of literacy rate over the period of time. India as a whole the literacy rate has increase by 8.66 per cent in 2011 when compared to 2001 census. Likewise, in the State of Karnataka there is increase of 8.72 per cent in 2011 when compared to 2001 census. Similarly, in Dakshina Kannada District there is increase of 5.22 per cent of literacy rate in 2011 compared to 2001 data. It must be noted that there is difference in literacy rate from one State to another and also difference in literacy rate within State between different Districts. There is no uniformity in literacy rate in the country.

The education system in India is very rigid. Ten years of schooling is made mandatory for every child born in the country. Pupils are expected to complete their basic studies in a given period of time. They are not allowed to give a break for their studies once they start. There is a certain hierarchy of the education system in India. Besides there are several education boards for primary and secondary education and various universities for higher education. There are mainly four boards ruling the education system for primary and secondary school in India. They are IB, ICSE, CBSE and the State board. Each State has its own State board of education. Karnataka Secondary Education Examination Board (KSEEB) is the State board of education in the State of Karnataka which came into existence in 1966. It conducts SSLC exam every year in the month of April and PUC exam in the month of March (Source: KSEEB 2020). The below diagram shows the education system prevailing in India.



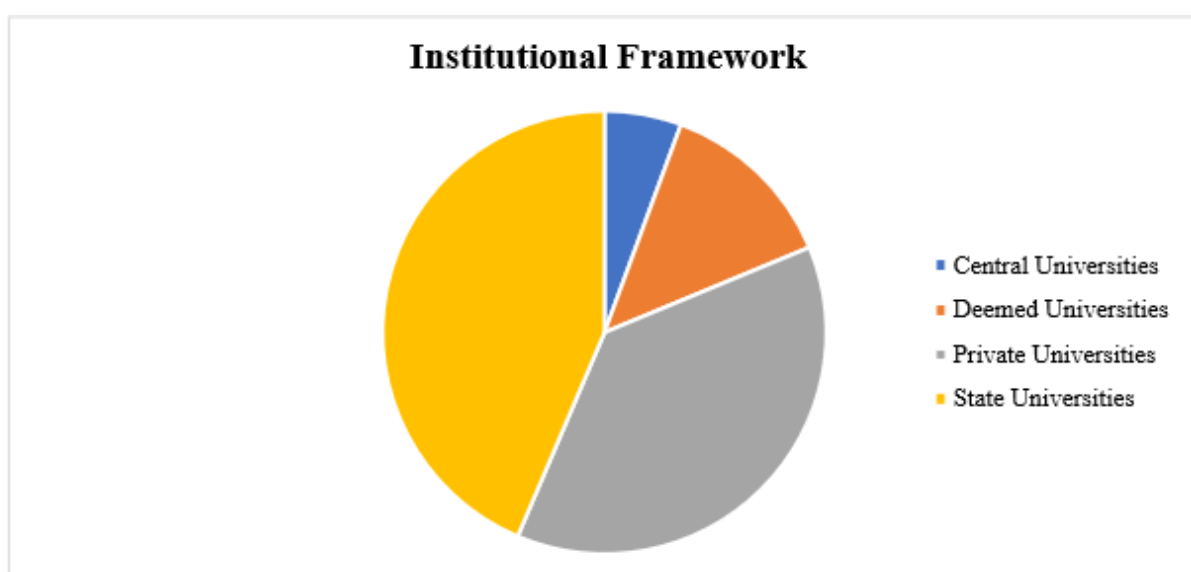
(Source:

Nuffic 2015)

The above diagram shows the education system in India. Standard X is usually considered as basic education for all the students. The pupil who pass the examination will receive 'Secondary School Leaving Certificate'. Different education board conduct examination separately and so there is bit difference in the name of the certificate but contains the same value. Students then continue with Standard XI (Central board) or PUC (State board) or go for diploma studies which is otherwise called as senior secondary school according to their interest. After completing senior secondary course then the

pupils are allowed to take up any Bachelor Degree usually for three to five and half years depending upon the course and the University. For the First-Grade colleges in Mangalore University, the Bachelor course is for three years, except for Hotel Management course which is for four years. Each year is for two semester and students are expected to complete their studies in given period of time. Students are not allowed to take a semester break or postpone their studies. The subjects are arranged by the University and the students are not allowed to select any course other than specialisation if there is any. The specialisation subjects are again selected by the University itself. This is applicable even for Master Degree. The students are not allowed to take any course from other disciplinary except one course during their Master Degree. Once after completion of Bachelor's Degree or so called as Under-Graduation Degree the pupil can apply for Post-Graduation or Master's Degree for two years and later for M.Phil. for one or two year depending upon the University. The students are allowed to do their studies as regular Degree or correspondence Degree (open university). After completion of Master degree, the pupil can take up Ph.D. for five years. (Source: Pande, M. C. Prof. & Pathak, B. 2017)

In India universities are recognised by the UGC under University Grant Commission Act, 1956. India has both Public and Private Universities. Public Universities are supported by the Central and the State Government whereas Private Universities are administered by the society or any organisation. At present there are fifty-three Central Universities, four hundred and twelve State Universities, one hundred and twenty-four Deemed Universities and three hundred and fifty-six Private Universities in India as on 01-06-2020. (Source: Maps of India 2016 & UGC 2020)



Central University is generally set up by the Parliament. The funding for maintenance and development for Central Universities are made by the UGC. The State Universities are also recognised and set up by the Parliament. According to Section 12 (B) of the UGC Act, any State University formed after 17 June 1972 is not eligible to receive any fund or grant from the UGC or the Central Government. The State Government is liable to provide funds to these Universities. Private Universities are those which are not governed nor operated by the Government. But it has to be recognised by the UGC so that the degree offered by these Universities holds value. These Universities are registered under the Societies Registration Act 1860 or any other law which is in force in any State or Public trust or a Company registered under Section 25 of the Companies Act, 1956. These Private Universities are sponsored by the society or any Private trust. Deemed Universities are some institutes which offer higher education and are not actual universities. But these institutes are also recognised by the UGC as University for their high-quality education. These universities are also called deemed-to-be-university. (Source: Maps of India 2016)

The University Grant Commission (UGC), All India Council for Technical Education (AICTE) and Council of Architecture (COA) are the regulating bodies of universities in India. It further consists research councils such as Indian Council of Historical Research (ICHR), Indian Council of Social Sciences Research (ICSSR), Indian Council of Philosophical Research (ICPR), National Council of Rural Institute (NCRI) and Project of History of Indian Science Philosophy and Culture (PHISPC). (Source: Sharma, S., Sharma, P. 2015)

Rote learning is very popular in India. The GoI should eradicate rote learning in the education system and introduce conceptual learning. The students must enjoy their studies and learn to implement them in real life. In the present education system, the students learn only to pass in the examination and get good grades. They are not interested in gaining real knowledge. The pupils completely rely on the text books or reference books in their studies. The students do not think beyond the text books provided to them. They are not able to question the content in the book. They depend more on the books rather than the teachers. The Government should take up responsibility to change the education system from the very beginning so that it will be helpful to the students at the university level. Student's grade in the examination should not be taken as a final decision to know the knowledge of the student. They study just to obtain marks and grab jobs after completion of studies. They are not creative and innovative. They are not capable of accomplishing greater things in life. The examination is arranged in such a way that it evaluates only the memory power of the students and not the knowledge. It is very easy for some students to memorise the answer from the book and write in the examination. But they will have absolutely no knowledge about the topic and the subject. Students learn for competition and forget ethics in life. They do not support their co-students in their studies. Many students who cannot excel in

exam commit suicide out of fear. The rate of suicide of students are increasing day by day. Education does not teach how to overcome or deal with the problems and difficulties in life. People think getting rank is the greatest achievement in life. This attitude should be completely changed from the mind-set of the public. It is recommended for the education board to focus more on other curriculum and extracurricular activities of the students. It is very important for the education board to teach the importance of life to the students. The students should have strength to overcome the obstacles in life. (Source: Kaur, J., Amandeep 2017; Rawal, R 2019 & Srva, A. 2019)

Teachers play an important role in education system. Unfortunately, the teachers are not provided with proper training facility by the educational institutes and the Government. The quality of teaching is very low in the country from the primary schooling till the University level. The main factors that leads to low quality teaching are shortage of teachers, curriculum and infrastructure of the education institutes which are not well developed. The teaching-learning method is not well organised by the education boards. There is communication gap between the teachers and the students. According to Disha, "A teacher must be accepted before his teaching". Teachers are generally considered as the second parent of a child. The teachers are expected to be friendly and should be impartial with all the students. They must create home like atmosphere to the students. The teachers should also be aware of the fact that all the students do not have same absorption power in studies. They should give special attention to the students who are not able to learn fast. It would be great if the Government or the school management provide separate training for such students separately. The teachers should well plan the class so that it will be interesting for the students. In addition to that there are large number of teachers do not have ability and skills in teaching field. There are many teachers who enter teaching profession just to get an employment. There is no enthusiasm in their profession life. Besides there are many professors who do not take part in any education related activities. They stick to their own growth. They are comfortable with traditional way of teaching and learning. They do not make use of technology in their teaching. Many colleges also face financial problems for innovation. There is lack of modern and innovative techniques in most of the colleges. There are many colleges which is not able to fulfil the guidance specified by the UGC. This is the main reason for most of the Indian Universities for not able to recognise among the Top Universities of the world. The GoI should invest more on infrastructure and education sector as children are the future of the Nation. (Source: Disha n.d.; Attri, M., Balyan, S., Sachdeva, S. 2019; Rawal, R. 2019 & Srva, A. 2019)

In India most of the education institutions do not have adequate infrastructure facilities. This is the major challenge in the education system in the country. It is very essential to have proper furniture, technology, clean restroom, cooling and heating equipment according to the weather condition. These are the basic requirements in the educational institutions. In rural areas many colleges do not have these

facilities. Due to this there is decline in enrolment of students in rural colleges as most of the students prefer to migrate to urban areas for higher studies. Further the education does not give importance to physical activity and extracurricular activities. Most of the schools and colleges even in cities lack infrastructure facilities. Many schools and colleges do not have a playground for students to get physical training. There are many colleges functioning on the second and third floor of the commercial building. The ground floor and first floor are rented for other commercial business. There is also a lack of hostel and transport facilities for the students coming from far away cities. Most of the colleges even do not have proper library facilities for the students to read or prepare for examinations. Some colleges do not have adequate books in the library. Additionally, there are many private universities functioning even without classrooms. It is the responsibility of the UGC to note down these points and make sure some provisions are provided in the development of infrastructure of the educational institutes in the country. (Source: Sharma, S., Sharma, P. 2015; Sheikh, Y. A., 2017; Srva, A., 2019 & Attri, M., Balyan, S., Sachdeva, S. 2019)

Most of the curriculum or the syllabus in higher education in India are outdated and irrelevant. Even though we are living in a digitalised era, the Indian education system has not yet implemented technology in the education system. The curriculum in India is very rigid. The education is still based on black board teaching and learning. Research and innovations are not encouraged in the education system. The teachers do not make use of technology or audio-visual aid in teaching. It is vital to have technology and the internet within the education system. There are few schools and colleges which have already implemented technology in education but are not making use of them. The main reason for this is lack of technical knowledge of the teachers. The Government must first provide good training to the teachers to use the technology. The students must also be aware of technology right from the beginning of their studies. Besides, the Indian education system is mostly based on theory and there is a lack of practical learning. The rise in coaching centres and private tutorials are the result of the poor education system in the country. These tutorials are concerned only on examinations and not real knowledge. They provide coaching during exams and help the students in clearing the examinations. It is vital that creativity, logical and rational thinking and research are to be encouraged in the education system. But these factors are ignored by the Universities and education boards. There should be utilisation of innovative techniques in all the levels of education. This will bring pleasure in teaching and learning. It is essential for the students to learn the research techniques and implement it in their higher education. (Source: Sharma, S., Sharma, P. 2015; Kaur, J., Amandeep 2017; Albuquerque, U. 2018; Attri, M., Balyan, S., Sachdeva, S. 2019; Rawal, R., 2019 & Srva, A., 2019)

As already mentioned, the Government spends just three per cent of GDP on the education sector. This is the cause for the emergence in private educational institutes. Privatisation of higher

education is actually new but a wanted trend in sustaining resourcefulness and superiority. In India, both public and private education institutes function simultaneously. At present almost fifty per cent of higher education in India is imparted by private institutes. The cost of education is very high in private institutions. The Government is responsible for the increase in the cost of education as the GoI is not able to invest more on the education system. Moreover, the GoI has no control over the fee structure of private institutes. There is absolutely no investment made on the higher education system by the Government. The cost of higher education is very high in the country. There are many colleges and universities which are not able to fulfil the guidance laid down by the UGC. In addition to that, there are many students who do not have access to education. Still many children in the rural areas do not get basic education even though the 'Article 21 A' is implemented. There are many single teacher schools in many villages. There is a lack of quality research in the educational field. Economic difficulties and financial constraints are regarded to be the major drawbacks for many students to attain higher education. Many students belonging to minority groups and backward sections of the society show interest in education but find it very hard to pay for higher education. They are diligent to become physicians, engineers, advocates and businessmen. But due to low income of their parents and financial constraints these students are not able to attain higher education and reach their goals in life. Many students migrate to cities to get enrolled in higher educational institutes. Beside tuition fee they have to pay for their living, food, books and other expenses. Many students engage themselves into part time jobs in order to pay for their education and living. It would be great if the GoI provides merit for such students. (Source: Sharma, S., Sharma, P. 2015; Sheikh, Y. A. 2017; Srva, A. 2019 & Attri, M., Balyan, S., Sachdeva, S. 2019)

The private institutes pay more salary to the teachers compared to the Government schools and colleges. Often in Government colleges there will be guest faculty selected for a certain period of time, usually for one academic year. But the private institute will provide a permanent job within a year of appointment. This causes a shortage of teachers in Government schools and colleges as teachers prefer private institutes to secure their job. As the pay scale is also too low in Government colleges, many teachers suffer from financial problems and are not able to buy books required for teaching. The quality of education also differs from each college due to the discrimination of pay scale to the teachers. Teachers are not motivated in their profession. According to the report submitted by National Assessment and Accreditation Council sixty-eight per cent of Country's Universities and ninety per cent of colleges have poor quality education. Almost twenty-five per cent of the teaching field is vacant across the nation. In addition, there are many teachers who do not have proper knowledge of the subject. The knowledge of teachers is insufficient in the educational sector. Fifty-seven per cent of college professors lack a Master degree or Ph.D. The GoI and the UGC should take necessary steps against such

institutes. The teacher-student ratio is also very low in Indian schools and colleges. This is the main reason where teachers cannot provide personal attention to each student in class. (Source: Disha n.d.; Sheikh, Y. A. 2017; Kaur, J. & Amandeep 2017; Attri, M., Balyan, S., Sachdeva, S. 2019 & Srva, A. 2019)

There is also political interference in the education system. Most of the well-recognised colleges are owned by the dominant politicians. These politicians play a vital role in governing the educational institutions. They have established their own standards and youth cells and use the students for their campaigns and politics. They use the strength of students on political grounds. The dynamism of the students is attracted towards the politics and they forget their objective in life and begin to develop their career in politics. Moreover, education has lost its value because of the reservation system prevailing in the Indian education system. Talent and merit of the candidate is ignored in the education system when it comes to the Public sector. Many deserving candidates from the General category are ignored and students belonging to reserved category are selected even though they do not meet the requirements. The political leaders use these quotas and reservations and the reserved categories as a tool to win the elections. (Source: Nadaf, Z. A., Bhat, B. A. 2016; Kaur, J., Amandeep 2017; Pande, M. C. Prof., Pathak, B. 2017; Sheikh, Y. A. 2017 & Attri, M., Balyan, S., Sachdeva, S. 2019)

In India there is continuous debate regarding online class due to the pandemic situation of COVID-19. There are many who are against online class and few those who support online classes. People feel online class helps the students in continuing their studies even at the time of difficulties. But, most of them feel online class is not that effective compared to regular or classroom teaching. The concern is also raised among the education experts, UNESCO and UNICEF. The survey shows only twenty-four per cent of Indian households have internet connections at home and only eight per cent of households aged between five and twenty-four has both computer and internet connection. It further shows many people face cables cut, poor internet connection and signal issues. There are many people who are not able to afford an online class due to lack of electronic gadgets and money to pay for the internet. Many teachers have never used an online platform in their teaching profession. This is a greatest challenge to the teachers. It is really very hard for the teachers to plan for the class and prepare for audio and video recording. The experts also argue that the teachers cannot sense if the student has really understood the topic explained or not on an online platform. It is very hard for the teachers to differentiate students based on the knowledge of the students. Generally, the teacher provides special attention to weaker students in their studies. But the digital platform does not provide such facility to the teachers and the students. The teacher cannot sense facial expression and body language of the students during online presentation. They also argue online classes are more suitable and flexible to professionals looking for skill development and not the regular students. Further the student on an online platform is

not able to clear his or her doubt immediately which would be otherwise possible in regular class. It is also most challenging to shift from classroom teaching to online platforms. In addition to that there are no proper infrastructures for online classes in most of the cases. The data from the Ministry of rural development shows most of the houses in villages do not get sufficient electricity. This is most challenging to the students and teachers living in rural areas. According to a survey only twenty-four per cent of Indians own a smartphone and just eleven per cent of households possess a computer which includes desktop, laptop, notebooks, netbooks, palmtops and tablets. Apart from all these issues, the study shows the internet has exposed children for online sexual exploitation and grooming. (Source: Kundu, P. 2020; Mukundarajan, V. N. 2020 & Sharma, K. 2020)

Unemployment and underemployment are the serious issues in India. At present there is very little collaboration of universities with the industries. Most of the placements are based only for top universities. Many graduates do not get jobs according to their qualification and skills. Only a small proportion of graduates are employable in India. Seventy per cent of educated youths are unemployed and ninety per cent of professional courses lack skills. The industries also face problems in finding suitable personnel. The education provided in the country is not job-oriented. The industries have to spend large amounts to provide training to the employees. According to Hindustan Times 2015, fifty-seven per cent of educated youth in the country are not ready for employment. Even though the universities focus on in-depth knowledge along with specialisation, still it is not possible to meet the requirements of the industries and companies. The students look for education to acquire a job but they are not able to gain the standards of the industries when they appear for placement or interview. They are not prepared to enter the job market immediately after graduation. Universities have become mark-oriented rather than job-oriented. Soft skills which are in huge demand by the industries are ignored by the universities. Employability should be the principal view of the higher education system. At present analytical thinking, presentation skill, group work, communication skill and IT knowledge are much in demand. This will help the students during placement in the industries. Unfortunately, these skills are completely ignored by the universities. It is so certain for the universities to make the curriculum more practical than traditional theoretical methods. The education should be useful for the students and helpful in finding suitable jobs. (Source: Kumar, V. 2013; Neeraja, P. 2014; Sharma, S., Sharma, P. 2015; Pande, M. C. Prof., Pathak, B. 2017 & Albuquerque, U. 2018)

Chapter 4

Data and descriptive analysis

The analysis is based on the data collected from various journals and websites. The data regarding the educational institution or colleges in the District is obtained from Government websites and University sites. The Government provides a report of the number of Pre-University Colleges (PUC) in the entire State every year (Provided it is under State Board and not any Central Board). The data regarding Mangalore University is obtained from the University site and other official sites. The data on the education system is obtained from University websites, journals, various research papers and Government reports. Many scholars have published data in favour of implementation of technology in the education system in India. For more accurate and detailed information direct interviews were conducted with the lecturers and students from various colleges from Dakshina Kannada district. One interviewee was from Udupi district who was studying in an affiliated college of Mangalore University.

The survey collects the information on the teaching system and curriculum in first grade college in DK district of Karnataka State in India. In addition, opinion and experience on online teaching is also collected from both teachers and students. Online examinations were not conducted by the university for the first-grade colleges. Only medical colleges have conducted online examinations in the entire State. So, the paper does not concentrate on online examination.

The participants were students and lecturers from various colleges from DK District and one student from Udupi District. All colleges are either constituent, affiliated or autonomous. Both students and lecturers accepted their unhappiness towards the education system at the University level. But the opinion differs from the students and lecturers. Additionally, the opinion of private college lecturers and Government college lecturers also differs. One private lecturer was interviewed who taught students from PUC to Master degree. All other lecturers taught for under-graduation and post-graduation courses.

Each of the respondents covered the topic of innovation as their own definition. There is contrast in the answer. Some participants talked to an extent and some others shared very few ideas. Maybe it is because of lack of knowledge, shyness or sensitive topic. Initially some of the interviewees were not so confident with their answer. Gradually they shared a lot of ideas. Whereas some other respondents were

not so detailed in the beginning and had to be followed up by additional questions. Some of the participants were even scared to share the information. As per my experience through the interview most of the students are not much aware of new technology and innovation in the education system. Most of them are not even aware of the job market. There were also few participants who had zero knowledge about innovation and technology. I think it is the responsibility of the lecturers and the management to provide knowledge of market conditions to the students.

The procedure of asking questions and the length of the interview was not the same. It all depends on the respondent how they answered and shared their idea. The interview was generalized and the list of interview questions just acted as interview guide. All the questions were not covered in the interview. It was followed up along with the conversation.

For the purpose of interview samples were drawn randomly. All the lecturers and students belong to DK except one student from Udupi, who belongs to the same university. Five lecturers and nine students were drawn as samples. Among five lecturers one was a senior professor at the University, one Government college lecturer, one Government evening college lecturer, one private college lecturer and one private lecturer who takes tutorials. Among nine students two students were from different autonomous colleges, two Government college students and five students from affiliated colleges. The students drawn were from commerce and management studies. Five students were studying Bachelors of Commerce (B.Com), two were studying Bachelors of Business Administration (BBA) and two were studying Master of Commerce (M.Com). Only final year bachelor students were concentrated for the interview as most of them were preparing for jobs after studies. There were few who took job interviews but not mentioned in the interview. Online classes were introduced in the beginning of April by the GoI after the outbreak of COVID-19. As the idea of online class was included in the research after completion of all the interviews, separate interviews were conducted with students and lecturers. For the purpose of interviewing for online class two lecturers and eight students were randomly selected among the same participants. Due to time constraint information about their colleges and courses was not included in the interview. The idea of online class was almost similar with the students and lecturers.

Chapter 5

Methods and empirical specification

The methodology provides a brief overview of the data as well as methods used for Master's Thesis, "*Innovation in Education System in First Grade Colleges in Dakshina Kannada District of Karnataka State, India*". There are not many changes made from the original plan. The aim and objective of the study remains the same. The idea of online teaching during this pandemic situation of COVID-19 is added to the original idea. For the purpose of research, three major steps were involved. First is to select a relevant topic, next the interview with the right person and finally analysis of data.

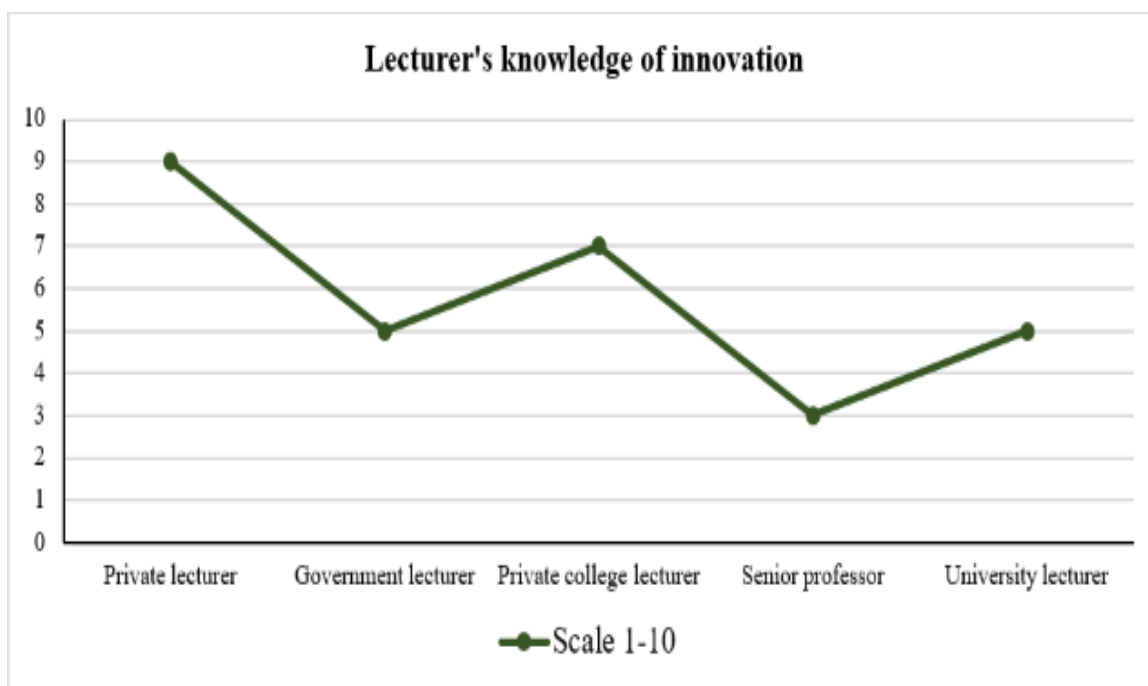
As already mentioned above, the first step in the research was to select a suitable research topic. Selection of topic includes finding sufficient information related to research topic, drafting of problem statement and research question, stating the aim and objective of the research and at last building a hypothesis which is very important in research. Most of them fail in the very first step which will be a huge loss in the research. So, one should be confident with the topic he or she chooses. Once the first step is completed, next is the actual interview. For the purpose of an interview, it is very essential to find the right person. The interviewee should be aware about the interview, research topic and also the research purpose. He or she must also be able to critically examine the topic and provide accurate responses. Once after the selection of interviewee, the date, time and location of the interview should be discussed along with the interviewee. Then the actual interview is made. For the purpose of this research, direct interviews were made with students and lecturers of constituent, affiliated and autonomous colleges of Mangalore University from Dakshina Kannada District. Voice record of interview is made for the purpose of transcript and coding of interview. Random lecturers and students were obtained from various colleges from Dakshina Kannada and Udupi District. For the purpose of selection of sample only commerce and management students and lecturers teaching for Bachelor and Master degree were drawn. Opinion regarding online class is taken separate as it was introduced to the system after all the interviews were made. As it was a direct interview with the respondent, it is very essential to transcript the interview and then code. At last the interview was analysed. Finally, the hypothesis is tested and the results are discussed in the next chapter.

Chapter 6

Results and conclusion

Results

All the hypotheses were confirmed in the research. There is a difference in the opinion regarding innovation between private and the Government lecturers. The below graph shows the average knowledge of each lecturer based on the interview. The codes used in calculation the scale is explained below the graph.



It is clear from the graph that there is a difference in the opinion of innovation between private and Government lecturers. Therefore, the hypothesis ***“There is difference in opinion among the private and the Government college lecturers”*** is confirmed. There are few codes used to test the knowledge of private lecturers, Government lectures and Senior professors in the above graph.

Transcription Number one and three was the interview with a Private lecturer. Transcription Number two and five was with the Government lecturer. Transcription Number four was the senior Professor at the University. The first interviewee focused more on Job-oriented teaching and learning.

The lecturer was concerned about the knowledge of both the teachers and the students. Importance was given for language, both English and the State language. The lecturer also mentioned the curriculum was “**outdated**” which was confirmed by other lecturers and students too. Much importance is given to Accounting software, that is, Tally software and GST procedure which is at high demand in the market for the accounting field. The second interviewee was a Government guest faculty. The lecturer focused more on case study and research work. Importance was given more on providing facilities to students and Government colleges instead of upgrading curriculum which was the main research area. The lecturer had very poor knowledge about innovation and market demand for the candidates for placement. Attendance of students in class is given much importance by the interviewee. The third interviewee was a private college lecturer from the outskirts of Dakshina Kannada District. The lecturer is interested in practical knowledge rather than just theoretical study. The lecturer also demands for Tally and GST to be taught practically rather than just a part in theory. The lecturer also says “**The university is only concerned in providing education and graduating students**”. He further says, “**Education should build the career**”. The fourth interviewee was a senior professor from the university. The knowledge of innovation was very little. Importance was given on attendance in class to improve the grade of the students. No doubt the admission is given to the toppers and the reserved category in Government college. Still the lecturers at the university demand to increase the minimum attendance of the students in order to have good results. Innovation and technology in the education sector is completely ignored by the interviewee. The last interviewee was also a Government lecturer teaching in an evening college. The interviewee was concerned more on the library as the library closes before students go to the college. The lecturer gives importance to the notes and reading materials. Further importance was also given for the preparation of competitive exams like NET (National Eligibility Test) and KSET (Karnataka State Eligibility Test) examination. These are the examinations which are required to be a permanent Professor in any Government college or the University. Some of the Private colleges also ask for NET and KSET certificates. Private lecturers also raised the issue of **Nepotism** by the Government in the education sector. According to them reservation system is the main hindrance in education system in India. They feel the reservation system dominates in every field and not only education. It is used even in admission of students in every Government college. But the Government college lecturers neglected the issue of nepotism in education.

The senior professor interviewed was not open for innovation at the university level. She said, “**First, they need to train us and then we should teach. I think this is not possible.**” “**They can take training or join computer class for learning work related topics.**” These are the two codes taken to test the hypothesis “*the higher authority is not open for new innovation to be made in the education system*”. The hypothesis is also confirmed by the work of Attri, M., Balyan, S., Sachdeva, S. 2019,

stating “there are many professors who do not take part in any education related activities. They stick to their own growth. They are comfortable with traditional way of teaching and learning. They do not make use of technology in their teaching.” and “Professors still stick to those old methods of teaching like board, marker. They don’t like to use audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.” The hypothesis is tested positive and confirmed in this case.

The interview also confirms the hypothesis, *“lack of use of technology in the education system”*. The lecturers demand for technology rather than just black board teaching. The codes drawn are: **“Electronic teaching must be implemented in every college. I mean the PPT.”** and **“The use of textbooks has been the traditional method. There is an emergence of teaching effectiveness or assessment techniques.”** According to Times Now 2018, there is an urge of technology in the education system. It says, **“Indian schools must embrace technology and education with an open heart.”** It also states, **“We are living the renaissance of technology and in such a state, technology and education system cannot be kept apart.”** Hence the hypothesis is tested and proved true.

The students of first grade colleges focus more on having computerised teaching and learning. Whereas the lecturers prefer both black board and computerised teaching. The codes used are: **“I feel that First Grade colleges can adopt smart class through replacing black boards by projectors.”** and **“Students should be given laptops and lecturers email us the notes.”** for the students demanding for computerised teaching and learning; and **“Electronic teaching must be implemented in every college. I mean the PPT. But this should not take away black board teaching.”** for lecturers asking for both black board and computerised teaching. These are the codes used to prove the hypothesis *“the students of first grade colleges prefer computerised teaching instead of blackboard teaching”* and *“the lecturers prefer both electronic and blackboard teaching”* as true.

According to Kaur, J. & Amandeep 2017, there is a shortage of qualified faculty in education institutes. They say this is the main reason for poor quality in teaching. They state, **“If we taken into account the ideal student and teacher ratio, and compare it with India, we will find huge gap. There is clearly a lack of educated educators. Their knowledge is very insufficient. Even the teachers are not having proper knowledge of their subjects.”** According to Sheikh, Y. A. 2017,

“Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years.” Srva, A. also states, **“The dearth of capable teachers in government schools.”** and **“Very low teacher to student ratio. As a result, teachers are not able to concentrate on each and every child. According to Right to Education, there should be one teacher for every 30 students.”** The interview also showed there are few private college students who are also not that happy with the teachers. The code used from the interview is, **“And most of my lecturers don’t have teaching skill. They even don’t answer when we ask questions.”** With these two hypotheses *“Government college students are not happy with lecturer’s teaching in the college”* and *“There is a lack of lecturers in most of the Government colleges”* was proved true.

Regarding online teaching all the answers given by the interviewees were the same. Two lecturers and eight students were randomly selected and interviewed. All the students as well as the lecturers were not happy with online class during this pandemic situation. They argue most of the students and lecturers stay in remote areas where they have poor internet connection. There are even few areas where there is absolutely no internet connection. This makes online class very difficult. There is also continuous debate regarding online classes in India. Mangalore University has not conducted any online class for Bachelor’s degree yet. But few private colleges had conducted online classes for Master degree students for a few days. People feel online class is not that effective when compared to classroom learning. There is also one argument from a lecturer that online class is not recommended to students as it affects their health and brain. The lecturer has also mentioned that the education minister of the State requested not to conduct any online class till class five. It has been scientifically proved as bad. So, the question raised what about other students? The code taken is **“The education minister of Karnataka State said online class should not be made for children till fifth standard. It is not good and all. I think it is not good for college students also. He said in news it is not good for health and all”** Moreover, UNICEF and UNESCO has also raised concern. The students and lecturers also complained about the purchase of electronic gadgets. In a country like India, most of the parents do not give smartphones to their children till they complete their studies. It is because they want their children to concentrate on studies. Few parents cannot afford to buy them. As per a survey by some experts, only twenty-four per cent of Indian households have internet connections at home and only eight percent of students aged between five and twenty-four have both a computer and internet. There is also the problem of poor internet connection and cable cut. There are also few villages where there is no proper electricity facility. The codes taken out of the interview to prove the hypothesis are: **“Many of the**

students may not be having internet or electronic gadgets to attend online classes or may have internet issues too.”; “In online classes the main problem is network. Some places the network issues are more and students face the problem in not understanding the lessons.”; “there are many parents who do not give smart phone to their children during their studies. About laptop you just forget. 90% of students do not have. So, they just cannot buy all these electronic gadgets just for online class.”; “Some places you will have poor network. In some other place there is no network at all.”; “Some places you will have poor network. In some other place there is no network at all.” According to Kundu, P., “Mission Antyodaya, a nationwide survey of villages conducted by the Ministry of Rural Development in 2017-'18, showed that 16% of India's households received one to eight hours of electricity daily, 33% received 9-12 hours, and only 47% received more than 12 hours a day.”; “24% Indians own a smartphone, only 11% of households possess any type of computer, which could include desktop computers, laptops, notebooks, netbooks, palmtops or tablets.”; “According to the 2017-'18 National Sample Survey report on education, only 24% of Indian households have an internet facility. While 66% of India's population lives in villages, only a little over 15% of rural households have access to internet services. For urban households, the proportion is 42%.” and “Only 8% of all households with members aged between five and 24 have both a computer and an internet connection.” At this point of time it is really hard for those students in rural areas or without a smartphone to attend online class. Moreover, the teachers are not able to see the facial expression of students or given special attention to those who are weak in studies. Students also complain they are not able to grasp what is thought online. There are also few teachers who are not familiar with online platforms. This has become a greatest drawback to teachers too. So, there was only negative feedback on online class. Thus, the hypothesis *“both students and lecturers are unhappy about online class”* is proved true.

Apart from this, many researchers and also one of the interviewee complaints about infrastructure in Government college. The interviewee states that, **“If the companies should take CSR activities in Government First Grade Colleges then the Government colleges also have the proper infrastructure facilities.”** This was the statement given by the Government lecturer. There were also many articles connected with poor infrastructure facilities at colleges and universities. Attri, M., Balyan, S., Sachdeva, S. 2019, mentioned **“Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.”** Sheikh, Y. A. in his research paper says, **“Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large number of**

colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hoseries or photocopy shops.” Sharma, S., Sharma, P. also express, **“Most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.”**

Reservations and quotas also play an important role in the education system in India especially when it comes to the higher education system. Many students and private lecturers code the word ‘Nepotism’. It was then proved by Attri, M., Balyan, S., Sachdeva, S. 2019 as true. According to the authors **“Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general categories are ignored and on quota we have to select other person from reserved category even though he is not suitable.”** Further the codes are also taken from the interview. It is implicated for both admission of students and selection of faculty. The codes used are: **“In a private college they give more importance to their caste. And in Government colleges no doubt its only reservation system dominates. We being in General category it’s just not possible to grab that opportunity. No one gives any priority to knowledge.”**; **“Government colleges caste is given first priority I mean the reservation system than the knowledge”**; **“Reservation is there in every field. In India you can’t see anything without reservation.”**; **“Government colleges do not do proper interview. Even in admission they do the same. Only reserved category will get first priority.”** At last there was one opinion from one of the private lecturers saying **“I feel interview with the candidate should be unbiased. They should not consider caste or reservation system in this area because it’s the matter of a student’s future. Priority should be given to the knowledge of the candidate and not certificate.”** According to the interviewee reservation and quotas must not dominate the education system in the country. Kaur, J. & Amandeep 2017 also states, **“Talent and merit is more important than any one’s identity.”** Here identity refers to the caste system prevailing in the country.

Many scholars also complain about political interference in the education system. The students forget their goals in life and enter the world of politics. Sheikh, Y. A. 2017 states, **“Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students**

organise campaigns, forget their own objectives and begin to develop their careers in politics.” Pande, M. C. Prof. & Pathak, B. also tells, “Most of the Institutions, imparting education (Aided-non-aided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage students’ organization on political basis. They exploit the students energy for their political purposes. The students forget their own objectives and begin to develop their career in politics.” It is very important to keep politics away from the students. Students are the future of the country. They should be taught moral values and ethics of life. The students must be allowed to concentrate on studies rather than motivating them to enter politics.

Rote learning has become very popular in India. Students rely on textbooks for examinations. Srva, A. says, “Students are not being taught why they are learning particular subjects and topic.” They do not have any knowledge about the studies. They study just to obtain a certificate. The students and the lecturers also complained about outdated curriculum. There is only theory and does not include practical learning. It is further proved by theoretical review. According to Albuquerque, U., “Soft skills are an important requirement in today's job industry, but they are routinely ignored in educational institutes.” The codes used from the interview are: “The syllabus is not well designed. What I feel is the syllabus at present is outdated”; “The main problem in education system is there is no single subject which is related to job market.”; “Modern education system is good but it requires some changes such as firstly syllabus should be changed. We are not interested to study same old history which is not at all useful for this generation.”; “The problem in the present education system is actually some topics which are exactly not needed are been taught to the students.”; “Indian education system is very hard. It teaches everything from basic. But the problem is it will not teach what is actually required to get job.” and “Not a single topic of current situation is included in the syllabus. There is no single topic of present share market sustainable development tally software GST procedure.” Research and innovation are also ignored in higher education. Srva, A. states, “Not encouraging research and innovation”. Kaur, J. & Amandeep also says, “Our top class students are hard working but not innovative. They are not capable enough to produce new technology.” Attri, M., Balyan, S. & Sachdeva, S. said, “India does not have enough high quality researchers. In Indian education system there is a lack of early stage research

experience; a weak ecosystem for creativity and innovation, and low levels of industry engagement.” Hence there is an emergence of updating curriculum in higher education systems.

At present there is little investment made by the Government in the education sector. Srva, A. tells, **“Indian govt is spending only 3% of its GDP on education”**. Higher education is too expensive in India. Many students cannot obtain higher education due to financial status. Disha states, **“Higher education is a very costly affair. Due to poor economic condition of the country it is not possible to provide higher education to all.”** According to Kaur, J. & Amandeep, **“There is a serious problem of inadequate and diminishing financial support from government and society for higher education in India.”** It is very important to increase the investment in the education sector. Education can eradicate illiteracy. It will also help in increasing employment opportunities in the country which at the same time helps in uplifting the economic status and GDP of the country.

Suggestion

Quality education is required to acquire a good job after competition of studies. One of the interviewees said **“We want quality education and not quantity”**. The present curriculum is outdated and has an emergence to update it to the market condition. Analytical/critical thinking, presentation skill, group work, communication skill and IT knowledge should be trained to the pupils. In addition, the university must also train for aptitude tests and competitive exams like NET, KSET, Bank exam, civil service exam, CAT (Common entrance Test), MAT (Management Aptitude Test), etc. The students must also be provided with internships, projects and placements through campus selections.

At present students have to select their career once they complete class X when they are still sixteen. The education system must be made flexible. Most of the time the parents of the students decide the career for their children. Students, even if they are not interested in a particular area, are forced to take up the course. The main reason is the superiority of a particular course. Most of the students fail to achieve their goals because of this. People of the country must be educated to give equal respect to every course of study. Superiority and inferiority in selection of course must be removed. Students must be allowed to choose their career at the right time and not immediately after class X.

The selection of students and faculty at University and Government colleges must be unbiased. Priority should be given to the merit when it comes to the students and knowledge for the faculty. The Quotas and reservation system in the country is the main problem in the education system. Talented students do not get opportunities for higher education and teachers with good knowledge do not get opportunities in teaching fields in a country like India. Even some of the interviewees shared their emotions regarding the reservation system in the education system in the country. The interviewees said **“I feel interview with the candidate should be unbiased. They should not consider caste or reservation system in this area because it’s the matter of a student’s future. Priority should be given to the knowledge of the candidate and not certificate.”** and **“I feel the interview system should be changed and knowledge of the candidate should be given priority than the reservation system. Moreover student’s opinion on teaching should be taken seriously.”** The Governments must provide job security and also increase the pay scale of the teachers. It must also check the qualification of the teachers before selecting the teaching staff. The faculties should be faculties with adequate knowledge in the subject and market condition in higher educational institutes. Overflow of classrooms will bring down the quality of education. The student-teacher ratio should be kept at an ideal level. This will help the teachers to provide special attention to all the students in the class. Training concerning new technology is very essential to the teachers. The teachers must be provided with regular training regarding new innovations made in the education system. The communication gap between teachers and students must be corrected. The teachers should be well prepared for the class and try to solve each and every question of the students. They must be open to new innovations in the education system. It is very important for the teachers to take part in education related activities and not stick to their own growth. The teacher should be a role model to the students. Further there must not be any political interference in the education system. Students must be allowed to concentrate on their studies instead of political affairs. The politicians must not use the strengths of the students in their campaigns and politics. It is essential to teach moral values and ethics to the students and not hatred and violence. The students must be trained to ‘give and take respect’.

Many educational institutes have poor infrastructure. The Government must provide adequate funds to improve the infrastructure and facilities to the staff and students. It must increase the funds for the education system. Rural colleges must be provided with college building, furniture, clean restroom, transportation, library and technology. This will help in increasing enrolment of higher studies in rural areas. It should also bring down the cost of education for higher studies. Merits should be given to the students to encourage them in higher studies. There should be high-tech libraries. There should be a good collection of books in the library. Online library will also be helpful to the studies in their studies. There was one opinion from the one of the interviewees **“I also suggest digitalised library”**. In

addition to that the students should also be provided with physical training. Every educational institution must own a playground to train the students. The students must be encouraged to participate in National and International sports tournaments.

Indian education system is very rigid. The education system should be made flexible for higher education. Rote learning must be replaced by conceptual learning. Mark-oriented concepts in education must be eliminated. The education should improve the knowledge and analytical thinking of the students. They should be able to think beyond the text book and must be able to do critical examinations. Research and innovation must also be encouraged in the education system. Students' grades in the examination must not be taken as a final decision to check the knowledge. The curriculum must be regularly updated. Theoretical learning must be replaced by practical learning. It has become very necessary to apply creativity, logical and rational thinking in the education system. It is also very crucial to use innovative techniques in the higher education system. There should be separate funds allocated to finance for technology in the higher education system by the GoI. Technology must be implemented in the higher education system in the country.

Indian education should be globalised. It would be great if there is a student exchange and faculty exchange program with collaboration with Top International Universities. For this purpose, the GoI should promote collaboration between Indian Higher Education Institutes and Top International Institutes. It must improve research and innovations in the higher education system. It should also create linkage between National Research centres and Top University's Research centres to get quality research in the educational field. It should also develop the standard of education by increasing the number of courses and also by providing courses for foreign students. This will help in globalisation of education and also to recognise among top universities in the world.

Unemployment has become the greatest drawback for Indian economy in the current situation. The Government must try to create a job market for the educated youths. It must increase campus selection and also prepare the youths for placements in the industries. It should also launch new schemes for start-ups. The youths of the country must be encouraged to start-up new businesses. The education system should be designed in such a way that the students must be aware of the economic condition in the country. They must be able to start working immediately after their studies. They are required to get all the training before completion of studies. They must be provided with training for soft skills and internships. One of the interviewees said, **“There is no single topic of present share market sustainable development tally software GST procedure. We want to learn those stuff and not this history. We want to know the financial position of our State and country. Let them include those**

in our syllabus. Let them teach how to lift the current crisis in the economy.” Hence it is very important to teach students about the economic and financial condition of the country and the measures to be taken to correct the present issues in the system.

From the interview it was clear that both the students and the lecturer demand for a quality and job-oriented curriculum. Many of them demanded for Tally software and GST to be implemented in the curriculum by the universities. The post-graduation students also demanded for NET, KSET and coaching for other competitive exam from the university. Most of the students also wish to implement case study and critical thinking. Students are interested in learning practically rather than just theory. The codes taken out of interviews are: **“I feel they can teach job-oriented software like which Tally GST and many others.”**; **“teach us that tally and GST.”**; **“they should implement both Tally and GST in the syllabus.”**; **“First they should train us for aptitude test. Because all the company’s recruitment is done by aptitude test. Then they should provide training for KSET, NET and various other examination depending upon student’s interest. Then they should provide Tally and GST training.”**; **“I feel they can implement some case study and critical thinking question in the syllabus which can help the students when they work for the companies. They can even give training for NET and KSET exams which is very useful if they want to professor.”**; **“My opinion will be to have more practical based learning such as seminars and certain other activities which will make the students to actually think and apply their knowledge rather than just theoretical knowledge.”**; **“They have to teach us to solve case study which will be helpful when we join any company. Aptitude test learning in very important to our career.”**; **“The use of textbooks has been the traditional method. There is a emergence of teaching effectiveness or assessment techniques that is case study, modern teaching methods, some research works etc. The project challenges students to think inventively and imagine a better future.”**; **“First Grade colleges can adopt smart class through replacing black boards by projectors.”**; **“Electronic teaching must be implemented in every college.”**; **“University can plan for preparation of competitive exams according to the preferences of students.”** and **“They can give us task to do or any case study.”** One of the students beautifully spoke about implementing ethics of life in the curriculum. He said, **“Let them teach us grammar which will be helpful or those which are required in daily life. They can teach *ethics of life* rather than teaching some imaginary story which cannot be in real life.”** It is very sad to see

how students are interested in ethics and morals but the higher authority ignores such topics from the curriculum.

Conclusion

Education is an important part in each and everyone's life. In India education is a fundamental right of every individual born in the country. But still there is a high illiteracy rate in the country. The officials in charge should check on this matter as it is very important because according to the first Prime Minister of India Pandit Jawaharlal Nehru **“today's children are tomorrow's citizen”**. Education plays an important role in building the career of a child. As per the data collected there are still many problems faced by students and teachers in the education system. It is the duty of the education department of each State to check the problems and solve accordingly.

The paper shows the instant need of innovation in the educational sector in the country. It suggests various innovations required in the education system in India. It also shows how innovation in the higher education system will bring down poverty in the country by increasing job opportunities. The universities are requested to provide training to the students to get ready for placements and to set up new firms. It says, education must be based on providing efficient knowledge and not just the certificate. Students must be encouraged to take up research and development. Rote learning should be replaced by critical analysis and theoretical studies should be replaced by practical learning. It further shows how the infrastructure of educational institutes and quality of the teachers affect the education system. The research showed the connection between quality learning and enrolment ratio and shows how it has also brought down the GER in many educational institutes. It was clear how infrastructure in educational institutes influence in shaping the future of the students. It further showed the importance of physical training to the students along with the curriculum. It even helped to know the political interference in the education system which is the major disaster in the education system. Quotas and reservation must be minimised in the education sector and merit students must be encouraged in higher education.

At present the Government investment in higher education system is too low. It invests only three per cent of GDP on educational sector. It is very important for the GoI to invest more on education. The importance of financial support from the Government in higher education system is explained throughout the paper. It shows how economic condition of the teachers as well the students affect the quality of education. It further reveals the condition of rural education where most of the

students are not access to education even if the primary education is made compulsory by the Government. The Government has not taken any strict action against the colleges which do not fulfill the requirement laid down by the UGC.

The paper also provides data of shortage of teachers in education institutes. It further showed the percentage of teachers who are not qualified to be teachers. The paper shows how the poor quality of education in universities has opened the doors for tuition centres. At last it showed how online classes have failed in the education sector. It also showed the data of rural areas where the people are not able to expose themselves to the internet.

The interview carried out with the lecturers and the students has helped in testing the hypothesis. Each and every hypothesis in the study was tested separately and the results drawn was explained in the paper. Suggestion to innovate the education system in India at university level was provided after the findings. The codes used in testing the hypothesis are shown and explained step by step in the paper.

All the hypothesis **“the students of first grade colleges prefer computerised teaching instead of blackboard teaching; the lecturers prefer both electronic and backboard teaching; there is difference in the opinion among the private and the Government college lecturers; Government college students are not happy with lecturer’s teaching in the college; there is lack of lecturers in most of the Government colleges; lack of use of technology in the education system; the higher authority is not open for new innovation to be made in the education system; both students and lecturers are unhappy about online class.”** were proved true. If the Government improves the research and development sector it is possible to reach the expectation of the students within a few years at least in the urban areas. But rural colleges need more research work to implement technology in education. It should first reconstruct the infrastructure of educational institutes in villages. It may take a few decades as the majority of the country is rural. Therefore, it is very hard for the Government to reach the expectations of the students in a short span of time.

Future research on innovation is required especially on online platforms as it is a very new concept in the education sector. Research is required to be made with the industries to know the actual requirements from the candidates. It would be great if the HRs (Human Resources) are interviewed to be clear with the market demand for various jobs. This will be helpful for the Universities to update the

curriculum. Research on introducing ethics and moral values in life is required. There is no research made on the implementation of moral values in the higher education system. Research on starting a new business is required before training the students to set up a new firm. Research must be made to check the present demand in the market. This research is expected to be carried out by the marketing department. Study is much required to change the mind-set of the people in choosing the course of study. At present 'science' is 'superior' and 'arts' is 'inferior'. Commerce is not on the list. This mind-set of the people, especially the parents, must be changed. It requires a lot of research and dedication in work. This has become big trouble for the students to choose their career.

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Own declaration

I hereby confirm that the present Master Thesis on

Innovation in Education System in First Grade Colleges in Dakshina Kannada District of Karnataka State, India

is solely my own work and that if any text passages or diagrams from books, papers, the web or other sources have been copied or in any other way used, all references – including those found in electronic media – have been acknowledged and fully cited. I further confirm that the Master Thesis, in this or similar form, hasn't been submitted to any other examination authority.

Passau, August 2020